 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Garrett Hodgkins** **Lesson #: Four Facet: Perspective**  
**Grade Level: 9-10 Numbers of Days: 3**   
**Topic: Huckleberry Finn**  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**Students will understand that there are turning points of Huck's attitude towards racism  
  
**Student will know**students will know theme, character development, plot  
  
**Student will be able to**to analyze Huck's turning points in the book  
  
**Product:**Podcast  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** 3. *analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time*.  
  
**Rationale:**In this lesson the students will be at the point in the book where they have seen Huck face many moral decisions, and his character change because of that. Through the podcast they will do a mock news story covering each of these incidents, showing that they understand the situations he changed, and telling why these changes might have come about.  
  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use an exit ticket so I know that the students have a grasp on what "turning points" or key events in the novel could be..  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will use a rubric to check that their podcast meets all required areas. I will use the same rubric  
  
**Summative (Assessment of Learning):**  
Podcast: do a radio newscast describing specific events where Huck's view changes. Students will pose as the newscasters covering different events in Huck's stories. Points will be awarded for students demonstrating an understanding of what key events are, and why they might affect Huck the way they do.  
  
**Integration**  
**Technology:**The integration of type II technology will come through the podcast.  
  
  
**Content Areas:**History: further connect the events of the book to history.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a persuasion map in order to convince me, and themselves why Huck may have had a turning point. Also, students will use stand up, hand up, pair up in order to join with other students to compare their persuasion maps.  
  
**Section II – Groups and Roles for Product**  
Students will work in groups of 2-4 for the Podcast by choice, and what the class allows. Students will either be able to edit the pdocast ( cut out clips, ad music and SFX etc) or be one of the people recording as a newscaster or guest. Or all three!  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:**During stand up, hand up, and pair up students get the opportunity to interact and talk with one each other, to verbalize their own views. Also, the product of a podcast is entirely verbal.  
**Logic:** Graphic organizers are used to logically organize events or ideas, the persuasion map does exactly this.  
**Visual:** The students get to work with a persuasion map, which allows them to visualise their own thoughts and ideas in an organized manner.  
  
**Musical:** During the podcast students will be able to include music of their choice on the podcast, whether it is something they want to make on their own in Garageband, or find online is their choice.  
**Interpersonal:** During stand up, hand up, and pair up students get the opportunity to interact and talk with one each other  
**Intrapersonal:** Before the class activity students will get an opportunity of their own to make their own persuasion map and reflect on Huck's development up to this point of the novel.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**Absent students will receive an email from me containing the needed graphic organizer as well as the rubric for the Podcast. In the text of the message will be a detailed description of the podcast assignment, as well as the names of their group members.  
  
  
**Extensions**  
  
**Type II technology:**Students will do a radio newscast describing specific events where Huck's view changes. Students will pose as the newscasters covering different events in Huck's stories. Points will be awarded for students demonstrating an understanding of what key events are, and why they might affect Huck the way they do.  
  
  
**Gifted Students:**Gifted students can further their experience with pod-casting by including interviews from Huck or other characters describing how they felt and why they may have had a change of mind  
  
  
**Materials, Resources and Technology**

1. Rubric for Podcast
2. Graphic Organize
3. Novel

**Source for Lesson Plan and Research**  
[*Graphic Organizer*](http://www.eduplace.com/graphicorganizer/)  
[Huckleberry Finn](http://etext.lib.virginia.edu/toc/modeng/public/Twa2Huc.html)  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Agenda**  
  
  
**Day One-**

* Students will come into class and I will show a short video that describes character development and the importance of it in literature. (10 minutes)
* We will go over the reading of the night previous and discuss the students blogs and timelines from lessons 1 and 2. (10 minutes)
* I will introduce the graphic organizer and the podcast idea to students, and let them begin the graphic organizer. (15 minutes)
* I will then let students begin their peer-to-peer work with the graphic organizers. (10 minutes)
* The remainder of class will be dividing the class into groups and introducing them to the tools needed for a podcast. (35 minutes)

**Day Two-**

* We will go over the assigned reading, as well as the blog and timeline homework. (10 minutes)
* The rest of class will be used to script out and work on podcasts. (70 minutes)

**Day Three-**

* Students will have a short time to finish up podcasts, the rest of class will be used to present podcasts. (40-60 minutes)
* Leftover time will be taken up by reading aloud. (20 minutes)

**Classroom Arrangement**  
  
The classroom will be arranged so that desks are facing towards eachother in groups of 3-4 so students can easily have group discussion.Students will understand that there are turning points of Huck's attitude towards racism. in the real world people opinions are formed of many experiences, and opinions can often change. it is important for students to be able to analyze why people's opinions change as they do. *Analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time.*As students come in I will show a short video that details what character development is and why it is important to literature. After the video we will have a short discussion of the video.  
**Where, Why, What, Hook Tailor:**Visual, Interpersonal  
  
Students will know theme, character development, plot **(See content notes)**  
  
Students will use a persuasion map in order to convince me, and themselves why Huck may have had a turning point. Also, students will use stand up, hand up, pair up in order to join with other students to compare their persuasion maps. This way students get to see other student's points of view of why Huck may have made the decisions and changed the way he had throughout the book. In order to check for understanding I will use an exit ticket so I know that the students have a grasp on what "turning points" or key events in the novel could be.  
**Equip, Explore, Rethink Tailor:** Interpersonal, Intrapersonal, Logical, Visual  
  
Students will be able to analyze Huck's turning points in the book. Students will show that they can analyze these points in the book by doing a podcast that casts them as the role of newscasters reporting on each of these points. It is hoped that through this podcast students will be able to work out why characters make the decision that they make, and master an understanding of character growth. Students will use a rubric to check that their podcast meets all required areas. I will use the same rubric  
  
  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Verbal, Musical, Intrapersonal  
  
Students will self-assess using a rubric to make sure their podcast covers all required areas, and I will use the same rubric to give them feedback on their podcasts. If the podcast is lacking in certain areas students will have the opportunity to make it up, assuming that all required blog entries and time-line entries are done up to this point. The timely feedback will come with the return of the rubric to them with notes from me saying what they may be able to to to improve their podcast, as well as what they may have done great. The work is connected to previous lessons because it strengthens the analyzing key events stressed in lesson one, and it connects to the next lesson because the often the turning points that they will be discussing in their podcast will deal with the themes of racisim, which is the major understanding in lesson 5.  
  
**Evaluate, Tailors:**Intrapersonal  
  
  
  
**Content Notes**  
  
Students will know theme, character development, plot

|  |  |
| --- | --- |
| [Theme](http://dictionary.reference.com/browse/theme?s=t) | a unifying or dominant idea, motif, etc |
| [Character Development](http://www.ohio.edu/people/hartleyg/ref/fiction/character2.html) | A well-developed character is one that has been thoroughly characterised, with many traits shown in the narrative. |
| [Plot](http://dictionary.reference.com/browse/plot?&o=100074&s=t) | Also called storyline. the plan, scheme, or main story of a literary or dramatic work, as a play, novel,or short story. |

**Handouts**

1. Graphic organizer
2. Rubric for podcast

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***As in all previous lessons this will appeal to clipboard students because of the continuity of the homework assignments that they have had thus far throughout the entire unit.  
  
  
***Microscope:*** Students have a great opportunity to work with the podcast and the tools need to make it with. They will get the chance to delve into the tools on their own, which in a sense is self-discovery.  
  
  
***Puppy:*** Students will be working on the podcast with peers, which is something that will appeal to puppy-like thinkers.  
  
  
***Beach Ball:*** Students have the option of covering any scenes they want that they have read thus far in Huck Finn. Furthermore they get some versatility in choosing their role in the podcast which will appeal to beach balls.  
  
  
***Rationale:*** Due to the group work, tools to work with, versatility in roles, and the continuity of the homework I believe that this lesson will cater to all different thinkers needs.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** The formative assessments comes in me reviewing the students persuasion maps, as well as giving them rough feedback on their in-progress podcasts.  
  
  
***Summative:*** The summative assessment is the podcast itself, which I believe will demonstrate easily whether a students has a grasp on key events in the novel, and how those key events may change a character and help character development.  
  
  
***Rationale:*** I believe both the formative and summative assessments will be adequate in testing the students understanding and mastery of character development, character growth, and key events in the novel.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
  
  
***MLR or CCSS:***  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** 3. *analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time*.  
  
***Facet:*** Perspective  
  
***Rationale:*** I believe that the podcast will show that a student has worked through the facet of perspective because they need to take a moment to understand from an outside view of why Huck may be making the decisions he makes, or changing the way he does.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
  
  
***Type II Technology:***  
  
***Rationale:***  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***